

**Subject card**

Subject name and code	Portfolio, PG_00190262						
Field of study	Historical game design						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2027/2028		
Education level	Bachelor's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			English		
Semester of study	4	ECTS credits			1.0		
Learning profile	academic	Assessment form			credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Ewelina Gdaniec				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	15		0.0		10.0	25
Subject objectives	The aim of the course is to develop a professional portfolio of a historical game designer (PL+EN) and to prepare the student for market communication at the B2 level, including the presentation of own projects, service offerings and the identification of realistic monetization paths in the history and heritage sectors.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[PGHL3_K05] Identifies opportunities for commercial activity at the intersection of history, heritage, and interactive entertainment		The student identifies potential customers, products/services and monetisation models for projects at the intersection of history, heritage and interactive entertainment and is able to briefly justify their choices.		[SK2] presentation/project/paper/report [SK3] text preparation/written work [SK5] implementation of a problem task		
	[PGHL3_U05] Uses a foreign language at the B2 level of the Common European Framework of Reference for Languages (CEFR)		The student creates and presents (B2) a project portfolio in a foreign language, including project descriptions, an offer and an oral pitch, using correct language and industry terminology.		[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work		

Subject contents	<p>Project Portfolio</p> <ul style="list-style-type: none"> <li>• Problem and goal description, target audience, historical research</li> <li>• Design mechanics and decisions</li> <li>• Prototype/tests and conclusions</li> <li>• "Difficult Heritage" component/ethics of representation</li> </ul> <p>One-pager proposal a one-page proposal for the client (museum, school, NGO, tourism industry)</p> <p>Elevator pitch</p> <p>Personal brand starter pack</p> <ul style="list-style-type: none"> <li>• Bio (short, medium, conference)</li> <li>• CV/LinkedIn/About in English</li> <li>• Glossary of personal competencies (skills matrix)</li> </ul> <p>Market and commercialization map</p> <ul style="list-style-type: none"> <li>• Customer segments (museums, local governments, education, tourism, game development)</li> <li>• 3 revenue models (e.g., commissions, license, ticketed experience)</li> <li>• Initial service pricing and package scopes</li> </ul> <p>Communication package</p> <ul style="list-style-type: none"> <li>• 2 sample business emails (inquiry, follow-up)</li> <li>• Project description for the catalog/website</li> </ul>														
Prerequisites and co-requisites	Follows the subject of Fundamentals of Entrepreneurship														
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 734 794 763">Subject passing criteria</th> <th data-bbox="799 734 1137 763">Passing threshold</th> <th data-bbox="1142 734 1485 763">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 770 794 799">portfolio and its presentation</td> <td data-bbox="799 770 1137 799">60.0%</td> <td data-bbox="1142 770 1485 799">70.0%</td> </tr> <tr> <td data-bbox="456 806 794 835">case study, offer creation and pitch</td> <td data-bbox="799 806 1137 835">60.0%</td> <td data-bbox="1142 806 1485 835">20.0%</td> </tr> <tr> <td data-bbox="456 842 794 904">work in classes, active participation in discussions and tasks</td> <td data-bbox="799 842 1137 904">60.0%</td> <td data-bbox="1142 842 1485 904">10.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	portfolio and its presentation	60.0%	70.0%	case study, offer creation and pitch	60.0%	20.0%	work in classes, active participation in discussions and tasks	60.0%	10.0%
Subject passing criteria	Passing threshold	Percentage of the final grade													
portfolio and its presentation	60.0%	70.0%													
case study, offer creation and pitch	60.0%	20.0%													
work in classes, active participation in discussions and tasks	60.0%	10.0%													
Recommended reading	<p>Basic literature</p>	<p>Klimas P., Radomska J., Kościwicz D., Strzelec G., i Wrona S., What are the Drivers, Barriers, Mechanisms, and Anchors of cross-industry cooperation? The Perspective of the Video Game Industry Ecosystem, Games and Culture, 2025, s. 125.</p> <p>Coughter P., The Art of the Pitch Persuasion and Presentation Skills That Win Business, Hampshire 2012.</p>													
	<p>Supplementary literature</p>	<p>A. Nucciarelli, F. Li, K.J. Fernandes, N. Goumagias, I. Cabras, S. Devlin, D. Kudenko and P. Cowling, <i>From value chains to technological platforms: The effects of crowdfunding in the digital game industry</i>, Journal of Business Research, 2017, 78, 341352.</p> <p>R. Mason, C. Pegler and M. Weller, <i>E-portfolios: an assessment tool for online courses</i>, British Journal of Educational Technology, 2004, 35(6), 717727.</p> <p>P. Landoni, C. Dellera, F. Frattini, A.M. Petruzzelli, R. Verganti and L. Manelli, <i>Business model innovation in cultural and creative industries: Insights from three leading mobile gaming firms</i>, Technovation, 2020, 9293.</p> <p>E. Loots and S. van Bennekom, <i>Entrepreneurial firm growth in creative industries: fitting in and standing out!</i>, Creative Industries Journal, 2022, 16(3), 123.</p>													
Example issues/ example questions/ tasks being completed	<p>eResources addresses</p> <p>Sample Problem-Based Questions</p> <p>How can a historical game project be described so that it's understandable to a client outside of game development?</p> <p>Which case study elements constitute "proof of competence" and which are merely narrative?</p> <p>Which market segments actually purchase products at the intersection of heritage history and interactive entertainment, and why?</p> <p>How does the value proposition change when the recipient is a museum versus a school or urban tourism?</p> <p>How can ethical and representational risks in challenging heritage projects be communicated in a foreign language?</p> <p>What should be presented in a portfolio as a process (iterations, tests) and what as a result (final artifact)?</p>														
Work placement	Not applicable														

Document generated electronically. Does not require a seal or signature.